

Learn and Grow Nursery

Inspection report for early years provision

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Inspector Sarah McDermott

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Learn and Grow Nursery is a committee run setting. It opened as a full day care facility in 2006 and operates from two rooms of a demountable building within the grounds of Fairhouse Infant School in the Barnstaple area of Basildon. A maximum of 37 children may attend the setting at any one time and no more than 12 children under the age of two years at any one time. The setting opens each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share an enclosed outdoor play area.

There are currently 97 children aged from birth to under five years on roll. Of these, 54 receive nursery education funding. Children come from the local and wider communities. The setting currently supports a number of children with learning difficulties and/or disabilities and with English as an additional language. It has appropriate access for children and adults with mobility difficulties.

The setting employs 11 members of staff. All staff hold appropriate early years qualifications. The setting receives support from the local authority, (Birth to three years). The Nursery is on the Early Years Register.

Overall effectiveness of the early years provision

Overall provision at Learn and Grow Nursery is satisfactory. It is a happy and comforting place for children. They have an interesting range of activities to suit the different ages to ensure that they make satisfactory progress in their development. Babies and older children are safe and secure while in the Nursery's care. The provision is inclusive. Children from different social or ethnic backgrounds and those with learning difficulties are well included in all activities. So are the children who speak English as additional language. The Nursery has a satisfactory capacity to improve further.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure staff encourage children to speak in sentences and extend their vocabulary
- review policies annually
- regularly evaluate the effectiveness of the Nursery provision in developing children's learning and in particular ensure children have plenty of chances to use the equipment outside
- ensure staff promptly use the data they have collected on children's progress to inform their planning for different activities for children's differing development needs.

The leadership and management of the early years provision

Leadership and management are satisfactory. Leaders and managers have the care and welfare of the children at the heart of all that they do. They work well as a team and are confident to cover for each other in case of absence. All safeguarding procedures are in place and no child is left out of activities to help them learn and develop. However, a few policies have not been reviewed and updated for over a year. Since the last inspection, the manager has addressed all the previous recommendations in a methodical way. In particular, parents are very pleased with the ease with which they can now find out how their children are progressing. They have daily contact with staff and receive regular written reports. Several parents commented that staff are very helpful. The partnership with parents has improved and is now good. Some time ago, the leadership team started an evaluation of the strengths and development areas of the Nursery. It has not kept this up to date. Consequently, staff are not always sufficiently active in ensuring that all activities have a direct impact on children's learning and development. The good number of staff are appropriately trained. The Nursery has effective links with the local authority to keep up with relevant legislation. It is starting to link effectively with the adjoining infant school so that there is smooth transition into the school's nursery class.

The quality and standards of the early years provision

Children enjoy their time at the Nursery and willingly leave their parents on arrival. The children's personal development is good because staff are warm, caring and conscientious. The colourful Reward Tree shows children how they can earn ladybirds to stick on the leaves for 'kind hands, kind words, good thinking, good looking'. Behaviour is good because staff are consistent and patient in dealing with any tantrums. During the inspection a nursery practitioner soon calmed two boys who had fallen out over a toy car. Children move about sensibly. They are independent and confident in choosing things for themselves. They keenly try different fruit and readily give their opinion on apples, pears and pineapples. Children enjoy a drink of water whenever they are thirsty and learn how to pour milk for themselves. Most children take on little jobs to help, but a few too readily expect adults to clear up after them. They know how to take turns and share equipment. When they leave, they are ready for their next stage of education.

The children achieve satisfactorily in other areas of learning because the quality of teaching is satisfactory. Nursery staff provide a good range of activities inside to aid children's development, but children do not have sufficiently free access to outside areas. Consequently the promotion of physical development is not as strong as it could be. Some nursery practitioners stimulate interesting conversations with children. However, other practitioners too easily accept one word answers from children and do not encourage them to extend their vocabulary. Children have plenty of chances to write and draw. For example, children enjoyed drawing balloons and counting them out to their friends, so increasing their mathematical knowledge. Children's creative development is promoted well. They have chances to paint, use play-dough and draw pictures in

the sand. Children are increasing their knowledge of the ways of life and cultures of other people, through the celebration of Christmas, Divali and Eid. Staff carefully assess how each child is progressing against set learning objectives by annotating 'post it' notes. However, this information on what children know and can do is not always promptly transferred to individual children's files. Consequently planning for future activities is not always tightly linked to children's individual needs.

Children's welfare is a high priority. Each child is allocated a key worker, but will willingly turn to any adult for comfort or advice. Staff train children how to use equipment safely. Occasional accidents are dealt with professionally by the first aid trained staff. Accidents and the administration of medicine are recorded meticulously.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met